



**ERCIYES UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
PREPARATORY YEAR ENGLISH PROGRAM
CURRICULUM & SYLLABUS DOCUMENT**

1. General Information

Course Title	Preparatory Year English Program-A2 Level	LOCAL CREDIT : 0
Term	1st Quarter	
Department	School of Foreign Languages	ECTS CREDIT : 0
Instructor	Department Head: Asst. Prof. Aysin Kalaycı	

School of Foreign Languages, Erciyes University, Kayseri, TURKEY

E-mail: ademir@erciyes.edu.tr

Web Page: ydyo.erciyes.edu.tr

2. Course Information

COURSE DESCRIPTION: This course is intended to provide students with a basic grasp of the English language by concentrating on developing four fundamental language skills: listening, speaking, reading, and writing. Using the Headway Elementary 5th Edition textbook as the primary resource, students will participate in a combination of traditional grammar-based methods and communicative approaches. The course seeks to increase students' confidence in using English in everyday contexts by stressing vocabulary learning, grammatical precision, and practical language usage. Students will move from identifying and comprehending language patterns to actively using them in verbal and written communication.

COURSE PREREQUISITES: There are no formal prerequisites for this course. However, it is designed for students who have a basic understanding of English and wish to develop their skills further. Students should have a rudimentary knowledge of English vocabulary and grammar, equivalent to an A1 level on the Common European Framework of Reference for Languages (CEFR).

Students who

- exhibit internal motivation
- select and use effective learning strategies
- have or develop learner autonomy
- regularly attend classes
- actively participate in whole-class, group, and pair work activities
- make use of monolingual and bilingual dictionaries, and extracurricular activities are more likely to benefit from this course, whereas those who do not do some or all of these things will be able to improve their foreign language skills only to the extent of their efforts.

LEARNING OBJECTIVES: By the end of this course, the students are expected to be able to

- follow and understand the content classes which are delivered in the medium of English

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- cope with most situations that may arise whilst travelling in an area where the language is spoken
- gain confidence in their ability to use English in everyday communication
- improve their listening skills to understand simple spoken English in a variety of contexts
- read and comprehend short texts, highlighting key ideas and specific information,
- write coherent sentences and paragraphs on topics they are familiar with
- describe experiences and events, dreams, hopes, and ambitions and briefly give reasons for opinions and plans

LEARNING OUTCOMES:

Listening

The students will be able to

- comprehend and follow the main points of clear standard speech related to everyday topics such as introductions, family life, and leisure activities
- recognize particular information in dialogues (such as times, dates, and personal details) and understand descriptions of daily routines and previous experiences
- listen to brief monologues or dialogues and answer questions about the major ideas and particular details.

Speaking

Spoken Interaction

The students will be able to

- cope with most situations that may arise whilst travelling in an area where the language is spoken
- enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).

Spoken Production

The students will be able to

- have simple, organized talks with proper language and vocabulary.
- practice introducing themselves and others, discussing about their jobs, families, and interests, as well as their daily routines and previous experiences.
- ask for and offer directions, express preferences, make polite requests, and participate in role-playing scenarios based on everyday social activities like shopping or ordering meals.

Reading

The students will be able to

- read and comprehend brief writings on common subjects, such as blogs, personal stories, and descriptive passages about locations and people.
- recognize significant information in texts, such as people, dates, and locations, as well as grasp how events in narratives unfold.
- infer meaning from context, particularly when dealing with everyday terminology, and respond to comprehension questions that assess both overall knowledge and specific details.

Writing

The students will be able to

- write clear and cohesive phrases and paragraphs about everyday themes like their family, career, or a holiday.
- practice writing simple descriptions, describing past events, and creating brief texts such as emails or blog entries.
- learn to connect concepts using fundamental connecting words (e.g., and, but, so, because, however, although), as well as to write brief texts with specified patterns, such as a formal email applying for a job or a description of a location.

Course Structure:

Instruction:

- Direct instruction, guided practice, and individual work will all be incorporated into the course. The Headway fifth edition will serve as the basis for the lessons, with additional resources offered as needed.

Classroom Interaction Patterns:

- The classroom will foster a student-centred learning environment through a combination of pair, group, and whole-class activities. Students will develop their language abilities in a friendly environment via talks, role-playing, and collaborative assignments.

Lesson Procedure:

- Each lesson will start with a brief review of previously covered material, followed by the presentation of a new topic. A variety of speaking, writing, listening, and reading exercises are usually included in lessons, along with chances for both guided grammar, vocabulary, communicative practice, and free language production.

Reading and Listening Activity Types:

- **Reading:** Activities will involve skimming and scanning texts for main ideas and details, completing comprehension questions, matching exercises, true/false questions, prediction activities and reading aloud to develop pronunciation.
- **Listening:** After listening to stories, dialogues, and directions, students will do activities including filling in the gaps, responding to comprehension questions, sequencing activities, and having peer discussions about the material.

Speaking Activity Types:

- **Controlled Practice:** Practice targeted language structures through drills, role-plays, and repetition exercises
- **Free Practice:** Discussions, interviews, and pair/group talks on familiar topics to stimulate spontaneous language use.

Writing Activity Types:

- **Guided Writing:** Guided writing entails completing sentence frames, revising sentences, and creating short writings based on specified templates.
- **Free writing:** Free writing involves writing brief paragraphs, informal letters, and descriptive writings on personal experiences or course subjects.

This course is designed to progressively increase students' language skills, allowing them to utilize English successfully in a variety of everyday contexts. Students will build the abilities needed to graduate to higher levels of English language acquisition by combining organized exercises and conversational practice.

GENERAL LINGUISTIC RANGE:

- Headway offers a broad language range that includes a variety of basic to intermediate themes. It teaches enough vocabulary to allow students to engage in basic social interactions, explain personal characteristics, and discuss daily routines in the present simple tense. The book also discusses leisure activities, seasons, and personal preferences, assisting pupils in expressing these notions with considerable accuracy, but with some hesitancy.
- Students can describe locales and compare living areas with "there is/there are," place prepositions, and superlatives, however, they may use shorter words. The book includes vocabulary for discussing skills and past experiences using the words "can/cannot," "was/were," and "could," as well as reporting past events and describing persons in the past simple tense.
- In terms of preferences and everyday requirements, especially in food and retail situations, the book provides terminology that may be limited in more extensive talks. It enables students to compare urban and rural landscapes, explain ongoing behaviors, and differentiate between people or items using fundamental frameworks.
- Furthermore, it discusses future goals, activities, weather, and life events in the present perfect and other tenses, however, students may resort to simpler language when dealing with more complex stories.

VOCABULARY RANGE

- Has an adequate vocabulary to address a wide range of ordinary themes such as family, job, hobbies, and travel
- Conveys meaning using simple circumlocution on topics such as family life, seasonal activities, everyday necessities, and descriptions of people and locations.
- Demonstrates comprehension and application of key grammatical structures and popular phrases relating to current and previous occurrences, future plans, and simple comparisons.

VOCABULARY: taught and learned through systematic expansion of topic-based lexical areas;

- Includes basic vocabulary for common themes such as family, daily routines, leisure activities, home, food, weather, holiday and basic comparisons.
- Provides basic descriptions of individuals and places, as well as work and transportation vocabulary.

VOCABULARY CONTROL

- Demonstrates strong command of basic vocabulary for familiar themes such as routines, preferences, and simple explanations. However, errors may occur when presenting more complex concepts or less familiar topics, especially in nuanced or abstract situations.

GRAMMATICAL ACCURACY

- Communicates with reasonable accuracy in familiar situations, demonstrating generally good control of basic structures, although occasional errors and native language influence may be evident. Errors occur but do not hinder overall understanding.
- Uses frequently encountered grammatical patterns with reasonable accuracy, especially in predictable situations.

GRAMMAR: taught and learned inductively in various contexts

New language items are presented through texts, often conversations, which students can read and listen to at the same time. The main verb forms taught are:

- to be
- the Present Simple
- can/can't
- was/were/could
- the Past Simple
- Would you like...?
- have got
- the Present Continuous
- going to
- Infinitive of purpose
- the Present Perfect

Other grammar areas taught are:

- There is/are
- Count and uncount nouns

PHONOLOGICAL CONTROL

- Stress, intonation, and more difficult or unfamiliar terminology are occasionally mispronounced, but overall pronunciation is clear across a wide range of themes.
- Clarity may be compromised by some irregular form issues and unfamiliar terminology, although most important terms and phrases are spoken clearly.

ORTHOGRAPHIC CONTROL

- Spelling is generally correct for most everyday words and phrases, but there may be occasional problems with less common or more complex terms.
- The writing is mainly understandable, with some minor spelling, punctuation, and layout errors.

COURSE MATERIAL:

- Headway: Elementary Level

GRADING:

- Use of English: % 15
- Reading Exams: % 10
- Listening Exams: % 10
- Writing Exams: % 10
- Speaking Exams: % 10
- Quizzes: % 20
- Project: % 5
- In-class Writing Practices: % 10
- Online Practice: % 5

- In-class Performance: % 5

Level Exit Exam pass grade: 70

READING: Students work with a range of actual books to enhance their vocabulary and practice grammar. Reading abilities such as skimming for key concepts, scanning for specific information, making inferences, finding references, and estimating meaning from context are acquired through a variety of reading tasks.

SPEAKING: Communicative assignments aim to encourage students to talk by offering crucial terminology and phrases relevant to the themes. Pair work, group and class conversations, debates, and presentations are examples of activities designed to improve students' communication skills and sense of progress.

LISTENING: Engaging and integrated materials, such as monologues and dialogues from interviews and discussions, are used in listening activities. Students learn listening for the main idea, for particular details, drawing conclusions, recognizing register, tone, and style, and interpreting meaning from context.

WRITING: A writing lesson is included in every subject. Each unit includes a sample text for students to evaluate and imitate, as well as introducing key discourse features such as pronouns, linking words, and sentence structure. Tasks range from practical activities, such as filling in application forms and preparing job applications, to more creative exercises, such as writing descriptive emails and biographical stories. The section also compares formal and informal writing styles, emphasizing the importance of tone and style. The writing component reuses grammar and vocabulary from previous lessons, enabling students to connect their thoughts and express themselves coherently in both organized and creative settings.

FUNCTIONAL ENGLISH: Through audio-visual exercises, students are exposed to real language that is used in daily life, such as shopping and checking into hotels or airports. To assist students in navigating common social and real-life situations, activities center on a variety of functional language tasks, such as requesting or providing personal information, agreeing or disagreeing, and offering suggestions. It is aimed to equip students with what to say in typical social/real-life situations and help them get used to listening to natural language.

3. SYLLABUSES

3.1. MAIN COURSE SYLLABUS FOR 2024-2025 1st QUARTER

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1	23 HOURS	UNIT 1 (p.10-31 - T's book p.17) Nice To Meet you! Grammar am/is/are	UNIT 1 Grammar <ul style="list-style-type: none"> ▪ introduce themselves, greet others, and engage in basic everyday conversations. ▪ ask for and giving personal information. ▪ use the verb <i>to be</i> (am/is/are) in the context of personal information.

		<p>Reading and Listening A student's blog</p> <p>Vocabulary and speaking The Family</p> <p>Everyday English Everyday Conversations</p> <p>Writing A blog</p> <p>UNIT 2 Work and Family Life</p> <p>Grammar Present Simple- he/she/it</p>	<ul style="list-style-type: none"> ▪ use possessive adjectives (my/your/his/her) when talking about themselves and others. ▪ use common verbs (have/go/live/like) in both written and spoken contexts. ▪ differentiate between the possessive 's and the contracted form of <i>is</i> in sentences. <p>Reading and Listening</p> <ul style="list-style-type: none"> ▪ comprehend a text from a social media page, identifying information about the writer, her language school, and the city where she lives. ▪ complete a chart with places and people based on listening to a conversation. ▪ develop an understanding of vocabulary through activities focused on finding and using opposites. ▪ complete verb to be and possessive adjectives. ▪ watch a video about more things to do in London. <p>Vocabulary and speaking</p> <ul style="list-style-type: none"> ▪ learn and use family-related vocabulary (e.g., mother, father, brother, sister) in conversations and written tasks. ▪ describe family relationships and understand the structure of a family tree. <p>Everyday English</p> <ul style="list-style-type: none"> ▪ engage in everyday conversations, including greetings, introductions, and farewells, with appropriate levels of formality. ▪ perform simple transactions, such as talking to a sales assistant. <p>Writing</p> <ul style="list-style-type: none"> ▪ write a blog entry with personal information about themselves, their families, and their schools. ▪ read their written blog aloud to the class, practicing pronunciation and fluency. ▪ UNIT TEST 1 ▪ UNIT 1 WB CHECK <p>UNIT 2</p> <p>Grammar</p> <ul style="list-style-type: none"> ▪ Use the third person singular forms of the Present Simple in statements and questions. ▪ Construct positive/negative/question sentences in the Present Simple tense, focusing on he/she/it. ▪ Practise the pronunciation of does/doesn't
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		<p>Reading and Speaking Worlds Apart</p> <p>Vocabulary and listening Jobs</p> <p>Everyday English What time is it?</p> <p>Writing Improving style</p> <p>UNIT 3</p> <p>Time Off</p>	<ul style="list-style-type: none"> ▪ Practise sentence stress and intonation ▪ Watch a video about what a bike messenger does at work and in his free time. <p>Reading and Speaking Skills</p> <ul style="list-style-type: none"> ▪ Improve reading comprehension by identifying main ideas and specific details in texts about different cultures and lifestyles. ▪ Answer the questions about the text and correct the sentences ▪ Find opposites of the words ▪ Engage in discussions about how your family life is different from the Yanomami and the Amish people. <p>Vocabulary and listening</p> <ul style="list-style-type: none"> ▪ Expand vocabulary related to jobs and routines by listening to people talk about their family and friends' work and daily activities. ▪ Improve listening comprehension by identifying specific details and main ideas in conversations about jobs and routines. <p>Everyday English</p> <ul style="list-style-type: none"> ▪ Ask and tell the time using standard conventions like o'clock, quarter past, half past, and quarter to. ▪ Use expressions to approximate the time, such as nearly, about, and just after. <p>Writing</p> <ul style="list-style-type: none"> ▪ Rewrite a text using pronouns and possessive adjectives to improve clarity and reduce repetition. ▪ Apply pronouns and possessive adjectives effectively in writing tasks. ▪ UNIT TEST 2 ▪ UNIT 2 WB CHECK <p>UNIT 3</p> <p>Grammar</p> <ul style="list-style-type: none"> ▪ Saying the days of the week. ▪ Complete and answer the questions according to the listening text. ▪ Read and use the correct form of the verbs while completing the text.
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<p>WEEK 2</p>	<p>21 HOURS</p>	<p>UNIT 3 Time Off (p.31-48-T's book p.41)</p> <p>Grammar Present Simple I/You/We/They</p> <p>Vocabulary and Listening How do you relax?</p> <p>Reading and Speaking Busy Weekends</p> <p>Speaking and listening Your work-life balance</p> <p>Everyday English Social expressions</p> <p>Writing Form Filling</p> <p>UNIT 4 House and home</p> <p>Grammar There is/are</p>	<ul style="list-style-type: none"> ▪ Role play activity using the prompts to make questions. ▪ Practice forming and using the Present Simple for I, you, we, and they in statements, questions, and negatives. ▪ Revise and expand the range of verbs encountered in previous units, applying them to new contexts. <p>Vocabulary and Listening</p> <ul style="list-style-type: none"> ▪ Learn and use vocabulary related to leisure activities, including revising days of the week, seasons, and months. ▪ Improve listening comprehension by identifying key details about different people's free time activities and preferences. ▪ Learn and practice the use of "love" and "like" followed by the -ing form of verbs in the context of leisure activities. <p>Reading and Speaking</p> <ul style="list-style-type: none"> ▪ Enhance reading comprehension through texts about different routines and leisure activities, focusing on identifying main ideas and specific details. ▪ Engage in discussions about work/life balance and weekend routines, using the Present Simple to describe personal and others' experiences. <p>Speaking and listening</p> <ul style="list-style-type: none"> ▪ Read and complete a questionnaire about work-life balance ▪ Listen to audio and answer the questions ▪ Watch a video about how people with different jobs try to get the right work-life balance. <p>Everyday English</p> <ul style="list-style-type: none"> • Learn and practice social expressions related to various situations, including at home, in the classroom, and during social interactions. • Match social expressions with appropriate responses to enhance communication in different social settings. <p>Writing</p> <ul style="list-style-type: none"> ▪ Develop writing skills by completing a real-world task, such as filling in an application form for a leisure center. ▪ Compare and discuss the information provided in the form with that of a partner, focusing on accuracy and detail. <p>▪ UNIT TEST 3</p> <p>▪ STOP AND CHECK TEST 1-4</p> <p>UNIT 4 Grammar</p> <ul style="list-style-type: none"> ▪ use "there is/there are" in positive, negative, and question forms when describing places.
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		<p>Reading and speaking Inside the Houses of Parliament</p> <p>Vocabulary and listening Adjectives for good and bad</p> <p>Everyday English Numbers</p> <p>Writing Describe your Home</p>	<ul style="list-style-type: none"> ▪ practice using "a", "some", "any" and "a lot" with singular and plural nouns, focusing on forming negative sentences and questions. ▪ Focus on prepositions to describe a place. ▪ Practice using this/these/that/those ▪ complete conversations with this/that/these/those and items from a list. <p>Reading and Speaking</p> <ul style="list-style-type: none"> ▪ improve their reading comprehension by engaging with a text about the Houses of Parliament. ▪ practice speaking by asking and answering questions about the text. ▪ discuss famous landmarks from their own countries. ▪ watch a video about some unusual holiday homes. <p>Vocabulary and Listening</p> <ul style="list-style-type: none"> ▪ build on the adjectives sts have encountered in the first three units of the Student's Book, ▪ present a range of adjectives for good and bad. ▪ focus on using these adjectives with appropriate stress and intonation patterns. ▪ focus on how to modify adjectives using adverbs/adverbial phrases such as not very, really, and very. ▪ identify the adverb + adjective combinations in short conversations and work out what the speakers are describing. <p>Everyday English</p> <ul style="list-style-type: none"> ▪ become familiar with different types of numbers, including fractions, decimals, and prices, and will practice using them in real-life contexts, such as shopping. <p>Writing</p> <ul style="list-style-type: none"> ▪ develop sts' writing skills by creating a descriptive text about their home, using linking words like "and," "so," "but," and "because" to improve cohesion. <ul style="list-style-type: none"> ▪ UNIT TEST 4 ▪ STOP AND CHECK TEST 1-4
<p>WEEK 3 QUIZ 1</p>	<p>21 HOURS</p>	<p>UNIT 5 Super U! (P.70-88-T.'s book p.66)</p> <p>➤ Unit 4 Wb Check</p>	<p>UNIT 5</p> <p>Grammar</p> <ul style="list-style-type: none"> ▪ use "can" and "can't" to talk about abilities.

		<p>Grammar can/can't</p> <p>Reading and Speaking A Talented Family</p> <p>Vocabulary and Listening Words that go together</p> <p>Everyday English Polite requests</p> <p>Writing Writing A Formal Letter</p> <p>UNIT 6 Lessons in Life</p> <p>Grammar Past Simple(1)-regular verbs</p> <p>Reading and Speaking The meaning of life?</p> <p>Vocabulary and listening Describe feeling</p>	<ul style="list-style-type: none"> ▪ apply these forms in various contexts including both everyday scenarios and discussions about superheroes. ▪ understand and practice using "was/were" and "could" to describe past abilities and states, particularly when discussing famous individuals. <p>Reading and Speaking</p> <ul style="list-style-type: none"> ▪ improve sts reading comprehension through a text about a talented British family, reviewing and extending their vocabulary with a focus on adjectives. ▪ engage in speaking activities where they discuss their own abilities and those of others, using the target grammar and vocabulary. ▪ watch a video and learn about a school for talented young musicians. <p>Vocabulary and Listening</p> <ul style="list-style-type: none"> ▪ expand their understanding of collocations, focusing on common word combinations such as noun + noun and verb + noun. ▪ practice listening for specific information in short conversations, enhancing their ability to recognize and use prepositions correctly in context. <p>Everyday English</p> <ul style="list-style-type: none"> ▪ learn to make polite requests using "can" and "could" in various real-life situations, such as in a café or restaurant, and will practice these through roleplay. ▪ focus on how intonation falls and rises while expressing a request with Can/Could I..... ? Can/ Could you.....? <p>Writing</p> <ul style="list-style-type: none"> ▪ analyze job application texts, including forms and email applications. ▪ write their own email application in response to a job advertisement, focusing on clarity and appropriateness of language. <p>UNIT 6 Grammar</p> <ul style="list-style-type: none"> ▪ form and use the Past Simple tense with regular verbs, including forming questions with the auxiliary verb "did." ▪ practice three different pronunciations of -ed. ▪ watch a video and learn about other historical events. ▪ use irregular verbs in the Past Simple tense, applying them in both writing and speaking tasks. ▪ use time expressions such as yesterday, last week etc. <p>Reading and Speaking</p> <ul style="list-style-type: none"> ▪ develop reading comprehension skills through a story that explores deeper meanings ▪ focus on verb + noun collocations and engaging in discussions about the content.
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		<p>Everyday English</p> <p>What's the date?</p> <p>Writing</p> <p>A biography</p>	<ul style="list-style-type: none"> engage in speaking activities that encourage them to use the Past Simple tense to discuss events in their lives and how they felt during those times. <p>Vocabulary and Listening</p> <ul style="list-style-type: none"> differentiate between -ed and -ing adjectives, understanding their use to describe feelings versus situations or things. practice listening to context-rich scenarios where these adjectives are used, enhancing their ability to match reasons to feelings. <p>Everyday English</p> <ul style="list-style-type: none"> learn to use ordinal numbers and discuss dates, practicing how to ask and answer questions about specific days and special occasions. <p>Writing</p> <ul style="list-style-type: none"> practice using linking words such as "until" and "when" to connect ideas and time references in their writing, culminating in a task where they write about someone they know, integrating vocabulary and grammar from previous units. UNIT TEST 6
<p>WEEK 4</p> <p>Quiz 2</p>	<p>21 HOURS</p>	<ul style="list-style-type: none"> ➤ Unit 6 Wb Check ➤ Progress Test 1 <p>UNIT 7</p> <p>Remember when... (p.70-88, T.book p.97)</p> <p>Grammar Past Simple(2)- questions and negatives</p> <p>Speaking Talking about your life</p> <p>Reading and Speaking Hedy Lamarr and Rosalind Franklin</p> <p>Vocabulary and Listening Adverbs</p>	<p>Grammar</p> <ul style="list-style-type: none"> form and use questions and negatives in the Past Simple tense, applying these forms in discussions about events in their own lives and in reading and listening activities. use time expressions with prepositions (in, on, at) in various contexts, including storytelling. <p>Speaking</p> <ul style="list-style-type: none"> Practise the conversation about sts' life story. <p>Reading and Speaking</p> <ul style="list-style-type: none"> develop sts' ability to recount stories by engaging in jigsaw reading activities and practicing retelling these stories in their own words, focusing on the use of Past Simple questions and negatives. participate in discussions about significant moments in their lives and in history, utilizing the Past Simple tense to ask and answer questions about these events. <p>Vocabulary and Listening</p> <ul style="list-style-type: none"> expand their knowledge of adverbs, particularly those that add detail to verbs and enhance storytelling, such as adverbs of manner and sequence (e.g., "suddenly," "immediately," "luckily"). practice listening to stories that incorporate these adverbs, identifying their usage, and applying them in their own storytelling.

		<p>Everyday English</p> <p>Special Occasions</p> <p>Writing</p> <p>Telling a Story</p> <p>UNIT 8 Love it or hate it!</p> <p>Grammar</p> <p>Count and uncount nouns-some, any, a lot of</p> <p>Reading and Speaking</p> <p>We all love ice cream!</p> <p>Listening and speaking</p> <p>A meal to remember</p> <p>Vocabulary and pronunciation</p> <p>Daily needs</p> <p>Everyday English</p> <p>Shopping in the High Street</p> <p>Writing</p> <p>Formal/Informal writing</p>	<p>Everyday English</p> <ul style="list-style-type: none"> ▪ learn and practice vocabulary related to special occasions, listening to conversations about these events and personalizing their learning by discussing how they celebrate special days in their own culture. ▪ watch a video about two very different weddings and two special birthday parties. <p>Writing</p> <ul style="list-style-type: none"> ▪ practice biographical storytelling by writing about a famous historical figure, using time expressions and sentence connectors to retell a story in their own words, culminating in a writing project where they research and write about a historical character of their choice. <p>UNIT 8 Grammar</p> <ul style="list-style-type: none"> ▪ distinguish between count and uncount nouns, and apply the correct use of determiners (some, any, a lot of) with these nouns in various contexts, especially in relation to food and drink. ▪ differentiate between "Do you like...?" and "Would you like...?" in conversations, understanding the distinction between expressing preferences and making polite offers or requests. ▪ Practise a / an / some/ a lot/ much / many <p>Reading and Speaking</p> <ul style="list-style-type: none"> ▪ engage in reading activities centered on the history of ice cream ▪ read and comprehend a historical text, identifying key figures, their nationalities, and their contributions to the history of ice cream. ▪ practice scanning the text to locate specific dates and understand their significance in the historical context of ice cream. <p>Listening and speaking</p> <ul style="list-style-type: none"> ▪ listen to two people who have a special memory of a special meal. ▪ answer questions and complete the chart according to the listening text. ▪ watch a video and learn more about food from around the world. <p>Vocabulary and pronunciation</p> <ul style="list-style-type: none"> ▪ expand their vocabulary related to food, drink, and everyday shopping items, with a particular focus on the pronunciation of multi-syllable words and word stress patterns. ▪ ask and answer questions with a partner about the things in the pictures. <p>Everyday English</p> <ul style="list-style-type: none"> ▪ practice listening to and participating in conversations about shopping on the High Street, focusing on polite ways to ask for items and express problems using phrases like "too big," "too many," and "I'd like..."
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			<p>Writing</p> <ul style="list-style-type: none"> write a short text describing their food preferences, incorporating count and uncount nouns correctly, and using phrases like "I like..." and "I would like..." to express their preferences and requests accurately. UNIT 8 WB CHECK UNIT TEST 8 STOP AND CHECK TEST 5-8
<p>WEEK 5</p> <p>Quiz 3</p>	<p>21 HOURS</p>	<p>UNIT 9</p> <p>Life in the city (P.90-103-T's book p.116)</p> <p>Grammar</p> <p>Comparative adjectives</p> <p>Reading and speaking</p> <p>Life at the top</p> <p>Vocabulary and listening</p> <p>Town and country</p> <p>Everyday English</p> <p>Directions</p> <p>Writing</p> <p>Describing a place</p>	<p>UNIT 9</p> <p>Grammar</p> <ul style="list-style-type: none"> learn and practice comparative and superlative adjectives understand the structure, spelling rules, and usage to make comparisons. practise the conversation using the comparative form of the adjectives. students are introduced to the structure and usage of "have got" for possession, practicing through listening and roleplay activities. <p>Reading and Speaking</p> <ul style="list-style-type: none"> engage in a jigsaw reading activity about people living in skyscrapers, sharing information with classmates to promote integrated reading and speaking skills. develop sts' reading comprehension skills by answering questions related to specific details in the texts about Roz Kaldor-Aroni and Mike Palumbo. practice speaking skills by discussing and sharing their answers with a partner, focusing on the residents' experiences and their own perspectives on city living. Watch a video and learn about what it is like to live in a big city. <p>Vocabulary and Listening</p> <ul style="list-style-type: none"> expand their vocabulary related to town and country life, using visual aids such as photos to discuss the features of both settings. practice using comparative and superlative adjectives by completing sentences related to town and country life. <p>Everyday English</p> <ul style="list-style-type: none"> learn how to give and follow directions use prepositions of movement and common expressions in practical scenarios like using a satnav. <p>Writing</p> <ul style="list-style-type: none"> practice using relative pronouns (which, who, where) by analyzing a model description of London and then writing a description of the capital city of their own country.

		<p>UNIT 10</p> <p>What are you up to?</p> <p>Grammar Present Continuous</p>	<p>UNIT 10</p> <p>Grammar</p> <ul style="list-style-type: none"> ▪ Use prepositions with places ▪ Understand and correctly use the Present Continuous tense to describe activities happening now and temporary situations. ▪ Compare and contrast the Present Simple and Present Continuous tenses, understanding when to use each. ▪ Use the pronoun whose to ask and answer questions about possession, distinguishing between whose and who's.
<p>WEEK 6</p> <p>Quiz 4</p>	<p>21 HOURS</p>	<p>UNIT 10</p> <p>What are you up to? (p.104-117, T' book p. 128)</p> <p>Reading and listening</p> <p>One minute in the life of the world!</p> <p>Vocabulary and speaking</p> <p>Describing people</p> <p>Everyday English</p> <p>Everyday situations</p> <p>Writing</p> <p>Comparing and contrasting</p>	<p>Reading and Speaking</p> <ul style="list-style-type: none"> ▪ Read and comprehend a text that discusses what is happening around the world at the current moment, with a focus on Present Continuous usage. ▪ Engage in speaking activities to describe what people are doing in pictures or real-life scenarios, reinforcing the use of the Present Continuous. ▪ Watch a video and see what people in different time zones are doing. <p>Vocabulary and Listening</p> <ul style="list-style-type: none"> ▪ Acquire and practice vocabulary related to describing people's physical appearance, including clothing, hair, eyes, and general features. ▪ Improve listening skills by identifying the Present Continuous tense used in various contexts and descriptions of people's activities. <p>Everyday English</p> <ul style="list-style-type: none"> ▪ Learn and practice useful phrases for various social situations, including responding to invitations, apologizing for lateness, reacting to news and people's problems, and interacting with shop assistants. ▪ Perform role-play activities to simulate these everyday interactions. <p>Writing</p> <ul style="list-style-type: none"> ▪ Analyze a model text comparing two people, focusing on the use of linking words for contrast (but, however, although). ▪ Write a comparative text describing two people, using the Present Continuous tense to describe ongoing activities and characteristics, while incorporating contrastive linking words. ▪ UNIT TEST 10

		<p>UNIT 11</p> <p>Going for it!</p> <p>Grammar</p> <p>Going to future</p> <p>Reading and speaking</p> <p>Human towers</p> <p>Vocabulary and listening</p> <p>What's the weather going to be like?</p> <p>Everyday English</p> <p>Making suggestions</p> <p>Writing</p> <p>Descriptive writing</p>	<ul style="list-style-type: none"> ▪ UNIT TEST 10 WB CHECK <p>UNIT 11 Grammar</p> <ul style="list-style-type: none"> ▪ Identify and use the "going to" structure to talk about future plans and intentions. ▪ Apply the "going to" structure to make predictions about future events based on present evidence. ▪ Use the infinitive form to explain the purpose of actions in response to "Why?" questions. <p>Reading and Speaking:</p> <ul style="list-style-type: none"> ▪ Read and understand a text about a cultural tradition in Catalonia. ▪ Ask and answer questions with a partner about the text. ▪ Participate in role-play activities to simulate an interview between a journalist and an exaneta, reinforcing speaking skills and use of relevant vocabulary. ▪ Conduct a short project discussing cultural community traditions in students' own countries. ▪ Watch a video and learn about another exciting challenge. <p>Vocabulary and Listening:</p> <ul style="list-style-type: none"> ▪ Learn and use weather-related vocabulary, including adjectives to describe weather conditions. ▪ Understand and respond to the question "What's... like?" in the context of weather. ▪ Practice listening to and interpreting weather reports, including writing temperatures and describing weather conditions. <p>Everyday English:</p> <ul style="list-style-type: none"> ▪ Learn and practice natural phrases for making suggestions in social interactions. ▪ Participate in role-play activities where students make suggestions in different scenarios. <p>Writing:</p> <ul style="list-style-type: none"> ▪ Analyze and review descriptive language used in a model holiday email. ▪ Write a holiday email to a friend using appropriate descriptive language and the "going to" structure. ▪ UNIT TEST 11 ▪ UNIT 11 WB CHECK
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<p>WEEK 7</p>	<p>21 HOURS</p>	<p>UNIT 12</p> <p>Have you ever...? (p.118-126, T's book p.153)</p> <p>Grammar</p> <p>Present Perfect + ever and never</p> <p>Reading and listening</p> <p>Explorers-ancient and modern</p> <p>Vocabulary and speaking</p> <p>Take and get</p> <p>Everyday English</p> <p>Transport and Travel</p> <p>Writing</p> <p>A poem</p>	<p>UNIT 12</p> <p>Grammar:</p> <ul style="list-style-type: none"> ▪ Form and use the Present Perfect tense with ever/never, yet, and just to discuss life experiences and completed actions relevant to the present moment. ▪ Understand the distinction between the Present Perfect and Past Simple tenses in terms of their use for indefinite past experiences versus definite past actions. ▪ Apply the Present Perfect in both affirmative and negative sentences as well as questions. <p>Reading and listening:</p> <ul style="list-style-type: none"> ▪ Listen to an audio about historical explorers. ▪ Engage in a jigsaw reading activity about modern explorers, emphasizing their motivations and the challenges they face. ▪ Discuss the concept of exploration and relate it to personal experiences or aspirations, using the Present Perfect to highlight past experiences without specifying exact times. ▪ Watch a video and learn about exciting experiences other people have had. <p>Vocabulary and speaking:</p> <ul style="list-style-type: none"> ▪ Learn and use a range of collocations with the verbs <i>take</i> and <i>get</i>, focusing on common and high-frequency expressions. ▪ Enhance vocabulary by recognizing patterns and additional collocations involving these verbs. ▪ Engage in a partner activity to practice asking and answering questions. <p>Everyday English:</p> <ul style="list-style-type: none"> ▪ Acquire and practice vocabulary and phrases related to traveling by bus, train, and plane. ▪ Listen to travel-related announcements ▪ Practice forming and ordering conversations typically occurring at airports, railway stations, and bus stops. <p>Writing:</p> <ul style="list-style-type: none"> ▪ Develop creative writing skills by composing a poem or a set of questions and answers that allow students to make
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			<p>choices about vocabulary and how they express ideas.</p> <ul style="list-style-type: none"> ▪ Use the Present Perfect tense within the writing to describe experiences, emphasizing the connection between past actions and their relevance to the present. ▪ UNIT 12 WB CHECK ▪ STOP AND CHECK TEST 9-12 ▪ PROGRESS TEST 2 ▪ EXIT TEST 1 ▪ EXIT TEST 2
WEEK 8	EXAM WEEK		

ASSESSMENT

The following assessment tools are specifically targeted at testing the grammar, vocabulary, and functional English in the main coursebook.

- 1 Level Exit Exam (Use of English forms 15% of the (C)GPA)
- 2 CB, 1 Reading, 1 Listening, and 1 Outside Reading Quiz (All quizzes make 20% of the GPA)
- A video project (Project forms 5% of the GPA)

3.2. WRITING SYLLABUS

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1	No Writing Classes		
WEEK 2	2 HOURS	A2 Writing Pack - Part 1	<ul style="list-style-type: none"> • Using the verb be • Using Present Simple • Using adverbs of frequency • Using subject pronouns, object pronouns and possessive adjectives • Writing a paragraph about yourself • Writing about your family • Writing about your daily routine
WEEK 3	2 HOURS	A2 Writing Pack - Part 2	<ul style="list-style-type: none"> • Using “there is / there are” • Using connectors “and, but, so, because”

			<ul style="list-style-type: none"> • Writing about your house / flat • Using can / can't • Using the past form of the verb be • Using Past Simple • Using the linking words "when, however, until" • Writing a formal e-mail applying for a job
WEEK 4	2 HOURS	A2 Writing Pack - Part 3	<ul style="list-style-type: none"> • Using adjectives and adverbs • Using "some, any, a, how much, how many" with countable and uncountable nouns • Writing an informal thank you e-mail
WEEK 5	2 HOURS	A2 Writing Pack - Part 4	<ul style="list-style-type: none"> • Using comparative and superlative adjectives • Comparing your hometown with other cities • Comparing your extended family members • Using relative pronouns "who, which, where" • Writing about the country where you live • Using Present Continuous • Writing a postcard to a friend about your holiday
WEEK 6	2 HOURS	A2 Writing Pack - Part 5	<ul style="list-style-type: none"> • Using "be going to" for future plans • Using future time clauses with "when, after, before" • Using connectors "although, however, but, because, so, and" • Using infinitive of purpose • Writing about a person you know

WEEK 7	2 HOURS	Feedback Session & Self Evaluation	<ul style="list-style-type: none">• Evaluating the progress of the students in sentence-level writing
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ASSESSMENT

- % 40 of In-class Writing Practice I, % 40 of In-class Writing Practice II and % 20 of Self Evaluation Form & Student Portfolio accounts for %10 of the GPA
- 1 Level Exit Exam (Writing forms %10 of the CGPA)